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ABSTRACT

The five chapters in this publication relate to the development of the program of graduate study in adult education at the University of British Columbia. Chapter I, The Origin and Form of Graduate Study, by Coolie Verner and Alberta Johnston, discusses: The Nature of Adult Education (The Field, The Discipline, The Profession), The Graduate Program (Structure, Program, Core Content, The Learning Environment, Research, and Service), and Prognosis. In Chapter II, Graduate Programs and Graduates, by James E. Thornton, Alberta Johnston, Francis Mitchell, Nick Rubidge, and Murat Demiray, the topics discussed are: Programs (Requirements, Adult Education Courses), Course Enrollments (Undergraduate Courses, Graduate Courses), Summer School, and Graduates (Duration of Program, Personal Characteristics, Mobility). The discussions in Chapter III, The Diploma in Adult Education, by John A. Niemi and Jim Vallely, center around: Administration, Enrollment, Program (Academic Courses, Internship), The Graduates, and Concerns and Trends. Chapter IV, Field Service Activities, by James E. Thornton, Marvin Lamoureaux, and Pirkko Jussila, discusses: Short Course, Workshop or Institute (Teaching Adults: An Introductory Course), Lecture and Seminar Presentations, Other Activities and Services, Correspondence Courses, and Visiting Adult Educators. The final Chapter V, Research, by Gary Dickinson, Adrian Blunt, and Alexander McGechaen, presents: Research Orientation, Degree Research, Non-Degree Research and Publications, Support for Research, Contributions of Research, and Trends and Prospects. Three appendixes provide lists of graduates, theses and dissertations, and research-based publications. (DB)

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PIONEERING A PROFESSION IN CANADA

GRADUATE STUDY IN ADULT EDUCATION
AT THE
UNIVERSITY OF BRITISH COLUMBIA
1961 - 1972

Vancouver
Adult Education Research Centre
Faculty of Education
University of British Columbia
1973

FOR

DEAN NEVILLE V. SCARFE

ON THE OCCASION
OF HIS
RETIREMENT
FROM THE
UNIVERSITY OF BRITISH COLUMBIA
JUNE 1973

PREFACE

Dean Neville V. Scarfe initiated graduate study in adult education at the University of British Columbia and fostered its first decade. The faculty and students have seized upon the occasion of his retirement from the University as an opportunity to review the development of the program during that first decade both as a record of his achievement and as a basis for planning the future.

During this first decade Dean Scarfe has never faltered in his support of the program nor has he hesitated to supply creative ideas or material needs whenever either were required. In a very real way this program of graduate study has been his creation albeit in some ways it has gone in directions he had not anticipated and has often been a source of both amusement and amazement to him.

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CHAPTER I

THE ORIGIN AND FORM OF GRADUATE STUDY

By

Coolie Verner
Professor of Adult Education

With

Alberta Johnston
Graduate Student

When the University of British Columbia established a full program of graduate studies in adult education, it became the first in Canada and the fifteenth university in North America to do so. This action resulted from a need for graduate study that had been growing because of the increasing number of full time positions in adult education locally and the scarcity of competent personnel to fill them.[1] Furthermore, the only available sources of professional education in adult education were certain universities in the United States.

The university offered its first course in adult education in 1957 and for several years thereafter visiting professors were brought in to conduct courses.[2] After careful study by John K. Freisen and Alan Thomas, the Dean of the Faculty of Education, Neville V. Scarfe, was convinced that a full professional program was necessary. In 1961, the university appointed its first Professor of Adult Education to inaugurate a systematic program of graduate study. The first decade of that program is reported here.

Graduate study in adult education was not an innovation when the University of British Columbia became involved.[3] The first univ-

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[1]At this time, the Province of British Columbia employed more full time adult educators in its school system than were found in all of the rest of Canada.

[2]Jindra Kulich, "Training for Adult Educators and Research in Adult Education at the University of British Columbia, Canada". *International Yearbook of Adult Education* 1971. pp. 33-54.

[3]Cyril O. Houle. "The Emergence of Graduate Study in Adult Education". in: *Adult Education: Outlines of an Emerging Field of University Study*. Edited by Gale Jensen, A.A. Liveright, and Wilbur Hallenbeck (Chicago, 1964). pp. 69-83.

ersity course offered anywhere was introduced in 1922 at Columbia University in the City of New York. By 1930, that university had established the first Department of Adult Education with a full program of studies leading to advanced degrees. At intervals thereafter, similar programs were established at thirteen other leading universities in the United States. After the University of British Columbia entered the field, over one hundred other universities have initiated graduate study in North America and the idea has spread widely abroad. The first doctorates in the subject were awarded in 1935 at Columbia University and by 1969 some 752 doctoral degrees are known to have been awarded in North America.[4] Thus, graduate study in adult education is well established in the university curriculum.

THE NATURE OF ADULT EDUCATION

The need to learn continuously is a persistent human trait that is satisfied through organized learning activities and programs offered especially for adults. This has led to the emergence of a new profession responsible for the planning and conduct of adult education. This emerging profession must be educated specifically for that responsibility; consequently, educational programs for the profession have been developed.[5] Thus, adult education has become at one and the same

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[4] Cyril O. Houle and James C. Hall, "Doctorates in Adult Education Awarded in 1969." *Adult Leadership*, 18:319-320 (April, 1970).

[5] Coolie Verner, Gary Dickinson, Walter Leirman, and Helen Niskala, *The Preparation of Adult Educators* (Washington, 1970).

time a *field of social practice* and an *academic discipline*. The nature and requirements of the field determine the form and content of the discipline while it, in turn, finds its subject for study in the field and educates the leadership for it.

THE FIELD

The *field* of adult education encompasses that myriad of activities through which adults actively seek systematic education in answer to their persistent need for learning. These activities are as varied as the imagination can conceive and the learning sought is as infinite as human curiosity.

Adult education is systematic education in that it involves a sequence of planned, purposeful learning experiences under the continuing supervision of an educational agent; it is peripheral to an adult's primary role in society; and it derives its ethos and ethic from the society in which it occurs.

Opportunities for adult learning are provided by divers agencies and organizations for sundry reasons. Included among these are the formal educational institutions in society, voluntary associations, governments at all levels, and other public and private enterprises. Their reasons for doing so range from service to mankind to self interest. For some of those involved in it, the provision of adult education is an accepted function supported by personnel and resources while for others it is a casual and marginal activity to which they attach little importance.

The field of adult education has a number of characteristics which tend to shape its leadership and affect the education required by it.

1. Adult education involves voluntary and largely part-time participants.
2. It permeates the actions of every social entity to some extent so that it is not restricted to any one of these.
3. Adult education is a marginal activity subjected to the vagaries which such marginality imposes.
4. This results in leadership that is largely volunteer, although a professional cadre is emerging.

Because of these characteristics, the leadership for the field of adult education is unlike that found in other important fields of social practice. Professor Cyril O. Houle has analyzed this matter and notes:[6]

> *Insofar as a pattern may be discerned amid the bewildering variety of forms of leadership in adult education, it takes the general shape of a pyramid. This pyramid is divided horizontally into three levels which are essentially different, although at their edges they blend into one another, so that no sharp lines can be drawn to differentiate them. Let us look first at the whole pyramid and then turn back to examine each of its three levels.*
>
> *At the base of the pyramid is the largest group of people, those who serve as volunteers. Their number is legion and their influence is enormous. There is no brief way to indicate the scope and diversity of volunteer leadership.*
>
> *At the intermediate level of the pyramid is a smaller group of persons who, as part of their paid employment, combine adult*

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[6] Cyril O. Houle, "The Education of Adult Education Leaders." in: *Handbook of Adult Education in the United States*. Edited by Malcolm Knowles. (Chicago, 1960).

educational functions with the other duties which they perform. They include: general staff members in public libraries, museums, and settlement houses; school, college, and university faculty members who teach both young people and adults; educational officers in the armed services; personnel workers in government and industry; and persons employed in mass media of communication.

At the apex of the pyramid is the smallest group. It is composed of specialists who have a primary concern for adult education and basic career expectations in that field. They include: those who direct the adult educational activities of public schools, universities, libraries, museums, social settlements, prisons, and other institutions; professors of adult education and others who provide training; those who concentrate on adult education on the staffs of voluntary associations or agencies concerned with health, safety, or other special interests; directors of training in government, industry, or labour unions; and most of the staff of the Cooperative Extension Service.

Only a small number of those engaged in providing leadership to the field of adult education are employed in that capacity full-time and can be considered to be members of the emerging profession. In view of this, graduate study is aimed primarily at the apex of Houle's pyramid and secondarily at the intermediate level in an effort to prepare full-time cadre for the field who, in turn, provide for the education of the volunteer leaders. For those functioning at any level of leadership there is a specific body of knowledge and skills that is immediately relevant and essential. This is the central concern of the discipline.

THE DISCIPLINE

Adult Education is an emerging academic discipline on a par with other university disciplines. Like them, it began as a field of practice that gradually and systematically accumulated substantive knowledge about its practices that could be disseminated to others. This knowledge

is partly derivative and partly original. Knowledge borrowed from older disciplines has contributed substantially to the content of adult education and this has been selected from wherever it is available and appropriate to the central concerns of adult education. Since these central concerns are not always synonymous with the primary interests of other disciplines, the borrowed knowledge is often fragmentary and incomplete. To overcome such limitations, adult education must pursue its own lines of enquiry in those areas peculiarly relevant to itself so that it also produces original knowledge.[7]

The process of systematizing knowledge about educating adults was initiated in 1814 by Dr. Thomas Pole and has continued apace since,[8] so that a vast quantity of substantive knowledge has accumulated. Much of this has not been codified and too little of it has entered the field so as to influence the practice of adult education. This situation began to change significantly as universities introduced graduate study to prepare leadership for the field. As a result of this action, the diffusion of information has accelerated as has the accumulation of new knowledge through research.[9]

In spite of the rapid developments in recent decades, adult education is in the process of emerging both as a discipline and as a profession. Consequently, it lacks some of the definite concepts and

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[7]See: Jensen, Liveright, and Hallenbeck, *op. cit.*

[8]*Pole's History of Adult Schools.* Edited by Coolie Verner. (Washington, 1967).

[9]Gary Dickinson and Dale Rusnell, "A Content Analysis of *Adult Education.*" *Adult Education,* 21:177-185 (Spring, 1971).

intellectual precision that give definition to a discipline. Although this complicates the design of graduate education programs, it does lend a flexibility that enables the discipline to be more attuned to the needs of the field.

THE PROFESSION

Entrance to the emerging profession of adult education is usually through some other discipline or field of practice for which education in adult education is indispensible. For this reason, university programs in North America operate only at the graduate level and are designed to prepare individuals to work in three basic roles:[10]

Administrative Role. This involves the design and organization of learning activities for adults in an institutional or agency setting. In this role, an adult educator is responsible for determining program content areas, selecting the organizational pattern, engaging instructional staff and providing them with in-service education, allocating resources, and generally managing the adult education activities of the institution. Such an individual is in the apex of the leadership pyramid, and professional education is at the Master's or doctoral level.

Instructional Role. This role occurs at the level of practice and involves primarily the design and management of specific learning activities for a particular group. This role is normally performed by part-time or voluntary leadership but it is slowly developing into a full time occupation. Persons occupying positions at this level are

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[10]Coolie Verner and Alan Booth, *Adult Education* (New York, 1964) pp. 34-49.

qualified in some field or discipline to which is added professional education at the master's or diploma level.

Consultant Role. This involves the provision of advice and assistance in the design and management of educational activities for adults to voluntary associations, government agencies, or other social entities that do not engage their own professional staff in adult education. Individuals fulfilling this role may be employed by the institution or agency in some other capacity but use adult education to achieve their primary objective. This role involves professional training at the diploma, master, or doctoral level.

As the demand for learning opportunities increases, the numbers of professionally educated individuals required for each role will increase correspondingly. In time, all three basic roles will require a fully qualified professional cadre in most situations. This will necessitate the introduction of education for the profession at the undergraduate level in preparation for a career in adult education. Such programs exist at present in certain European countries where adult education has a well established line of career progression.[11]

THE GRADUATE PROGRAM

Graduate study in adult education at the University of British Columbia has developed in response to the needs of the field and profession within the existing structure and traditions of this university.

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[11]See: Jindra Kulich, *The Role and Training of Adult Educators in Czechoslovakia*. (Vancouver, 1967).

In this, it is consistent with the approach to education about adult education that is common to university programs elsewhere but at the same time it has developed its own unique characteristics that have been determined in part by the nature of this university and by the concepts about adult education shared by its faculty in adult education.

STRUCTURE

Because of a presumed similarity with teacher training, in many universities adult education programs are situated in schools or departments concerned with Education although in some it is found in social science. At the University of British Columbia it is but one of several subject areas in which the Faculty of Education offers graduate study and since it operates only at the graduate level, the program is in the Graduate Division of the Faculty.

Graduate students in adult education come from a variety of fields and disciplines and go to a different social milieu to work with a different population than do most students in a Faculty of Education. As a result, most of the courses in that Faculty as well as the normal degree requirements, which are geared to the needs of teachers or other school personnel, do not meet the needs of those in adult education. This necessitates a different approach to graduate education that is not always understood or generally accepted by the Faculty. Although this problem has been largely resolved it does necessitate vigilance against unintentional restrictions that may be introduced.

In addition to the primary program in the Faculty of Education, a secondary program for specialists in agricultural extension is operated

jointly with the Faculty of Agriculture through the Department of Agricultural Economics. This program has existed since 1961 and operates only at the master's level with students receiving their degrees through that Faculty. A third program designed to prepare specialist adult educators for the health professions is currently under development in cooperation with the Health Sciences Center at the University.

PROGRAM

Although students in adult education come from varied backgrounds and differing undergraduate preparation, they share a common interest in learning about the education of adults. It is this common interest that determines the nature of the graduate program. To accommodate the diversity of student experiences, the program provides common experiences in adult education consisting of a core content, a mature learning environment, and opportunities to participate in research and field services.

CORE CONTENT

There is a common core of knowledge about educating adults that is applicable to any situation in which it may be appropriate. This core consists of fundamental knowledge derived from research that relates to the adult as a learner, the adult learning process, and the design and conduct of instruction. By emphasizing the basic principles that underlie practice rather than practice itself, individuals are better equipped to design and manage adult learning in the variety of situations that may be encountered in any milieu.

Emphasis upon behaviors applicable to the practice of adult education or upon specialization for a single field tends to impose limitations upon students that are undesirable. Through the fundamental common core, students are prepared for a wider range of ultimate occupational choices to which the core knowledge is equally applicable.

Those students who may enter graduate study from a single area of specialization in the field have an opportunity to study the application of the common core in that field or specialty. On the whole, all of the experiences of students tend to provide a unified approach to adult education that is in a sense unique to this program.

THE LEARNING ENVIRONMENT

Insofar as it is possible to do so within the constraints inherent in university graduate study, the adult education program strives to provide a learning environment that is itself representative of desirable practices in adult education. Since graduate students are adults, this learning environment is maintained at a mature adult level. In this setting, students experience the values and ethos of the profession.

The instructional processes employed in the learning situation encourages students to assume responsibility for their own learning. The relationships fostered among students encourage the growth of a professional *esprit de corps*. Such actions demonstrate the application of knowledge to practice and in some respects this opportunity to integrate theory and practice is an unique feature rarely available in an academic discipline.

RESEARCH

Although a graduate program in concerned principally with the diffusion of knowledge about adult education, it also has a major responsibility for the acquisition of new knowledge. To this end, there is an ongoing search for new knowledge specifically about educating adults, as well as the continuous process of selecting and adapting knowledge borrowed from elsewhere. Students are involved continuously in the process of synthesizing knowledge to develop hypotheses, theories, and models for research or practice. The growth in the content of the discipline leans heavily on these contributions of graduate students.

The range of potential topics for research and analysis is unlimited so rather than spread thinly over a wide range of topics, the activities are somewhat restricted to a few select areas of major interest to the discipline. This adds strength to the program by focussing attention and accumulating information systematically.

Since it is unnecessary and unwise to create a false dichotomy, students are encouraged to integrate research and practice. They improve practice by applying research findings to real problems encountered in the field and to seek answers to problems through research.

SERVICE

The primary responsibility of the graduate program in adult education is the education of professional leadership but there is the added responsibility of providing continuing education about adult education. To this end, faculty and students conduct a variety of activities for many groups in the immediate community and elsewhere.

Field service activities provide a means of diffusing new knowledge to the field; they are a laboratory for experimentation with new program ideas or instructional processes; and they insure that the university program maintains contact and relevance to the field of practice. These activities are conducted in conjunction with other divisions of the university or with agencies in the community and students are often involved in planning and operating them.

Consultation service is provided to many agencies in the immediate community as well as nationally and internationally. Such service helps to improve the practice of adult education and to further the growth of the discipline through research.

PROGNOSIS

The future of adult education appears to insure increasing expansion in the number and variety of programs required to meet adult needs for learning. The resultant demand for skilled professional leadership will expand at a faster rate. This will require an expansion of professional education programs in the future.

In order to insure the continuing relevance of graduate study, the content, processes, and research activities in the university program must be reviewed and modified continuously. Such is the function of this review of the first decade of graduate study at the University of British Columbia. The existing program has concentrated on a generalist approach to adult education in which emphasis has been placed on certain selected aspects of knowledge which has provided unity and

integration to the learning experiences of graduate students, but this may need to change.

The development of specialization in adult education is an increasing tendency in graduate programs that must be considered for the future. This specialization should occur only where there are real differences in the practice of adult education. The proliferation of courses to satisfy the vested interests of particular groups will weaken the essential unity in the present graduate program and must be approached cautiously.

Whatever direction the program may follow in the future, it has been firmly established within the university community so that change and development can be achieved rationally. No doubt that when future decades are compared with this first one the changes in form and content will be astonishing.

CHAPTER II

GRADUATE PROGRAMS AND GRADUATES

By

James E. Thornton
Assistant Professor

With

Alberta Johnston
Francis Mitchell
Nick Rubidge
Murat Demiray
Graduate Students

Graduate study in adult education at the University of British Columbia began in 1957 when the first courses were approved by the University Senate. Dr. Alan Thomas was responsible for designing these first courses and conducted them when they were offered. During summer sessions, a variety of individuals from Canada and the United Kingdom came to Vancouver to conduct one or more courses as visiting instructors. Finally, in the academic year 1959-60, Professor Coolie Verner of Florida State University was invited as visiting professor to initiate the development of the full time graduate program. In the following year, Wilbur C. Hallenbeck, Professor Emeritus of Adult Education at Columbia University spent the year continuing the program and helping in the search for the first permanent Professor of Adult Education. In the fall of 1961, Professor Verner returned to fill that position and the graduate program became a reality.

The courses conducted during those formative years and the numbers of students enrolled in them are not known with any certainty. The early records are lost in the files of the university and nowhere could relevant data be found to describe accurately the developments from 1957 to 1961. In any event, enrollments were quite small in the courses offered and it was not until 1966 that the program was established sufficiently to allow all courses to be available every year.

PROGRAMS

Four professional degrees in adult education are available through the Faculty of Graduate Studies: The Master of Arts, The Master of Education, The Master of Science in Agriculture and the Doctor of Education.

For those not wishing to pursue a degree program a Diploma in Adult Education is administered by the Centre for Continuing Education.

REQUIREMENTS

The Doctor of Education degree (Ed.D.) requires two years in residence, such course work as may be necessary, and a dissertation. A Master's degree (or the equivalent) is required for admission plus interest or experience in adult education.

The Master of Arts degree (M.A.) requires one academic year in residence, fifteen units of academic course work, and a thesis. The requirements for the Master of Education degree (M.Ed.) are identical to those for the Master ot Arts degree but they may be completed through part-time study. Applicants for both degrees must have a first degree and experience or a strong interest in adult education.

The Diploma in Adult Education requires fifteen units of academic course work and an internship. A Bachelor's degree or some university work plus experience in a specialized area of adult education which could qualify the candidate as a "mature" student is required for admission. A special feature of this program is the field internship which is designed specifically for each individual student.

In cooperation with the Faculty of Agriculture, a Master of Science in Agriculture (M.S.A.) is available through the Department of Agricultural Economics for those individuals seeking to specialize in Agricultural Extension. The requirements for this degree are the same as those enumerated above for the M.A. degree with thesis. Some course work in technical agriculture is required for this degree in addition to courses in adult education.

ADULT EDUCATION COURSES

The curriculum in adult education consists of a series of courses covering crucial aspects of the field and discipline. Not all courses are required of all students, and other courses in the university may be added to a program where they are relevant to a student's interests or vocational objective. The areas of study include the following:

Introduction to Adult Education

This course is offered at the undergraduate level primarily for those in teacher training programs, in recreation, and in other areas of the university where such a course may be deemed useful. The content of the course covers a general survey of the field of adult education with emphasis on the kinds of programs made available for adults and the institutions providing them. Some attention is paid to the needs and motivations of adult learners as well as to the problems of adult learning and instruction.

Foundations of Adult Education

This is the basic graduate course in the discipline and is concerned with examining the nature of society that makes adult education a social imperative. The physiological changes associated with the aging process are considered as they relate to adult learning and the psychological factors influencing needs, motivation, and participation are studied. Finally, the role of adult education in a dynamic democratic society is considered.

Methods of Adult Education

The psychological aspects of adult learning are studied in detail, including the learning process as it applies to adults and the measurement of adult intelligence. The application of this to the design and management of instruction is considered extensively.

Mass Media and Adult Education

This course is concerned with the selection, construction, and use of instructional devices for adult learning. The psychology of perception and its influence on adult learning is considered, along with an examination and assessment of the various available materials and devices in light of adult perception.

The three graduate courses constitute the basic core program. To these may be added the following specialized courses or such other courses elsewhere as may be required.

Evaluation of Adult Education

This specialized course is concerned with the design and use of procedures to measure the learning achieved by adults in educational programs. All types of evaluation procedures are studied in light of the nature of the adult as a learner and in terms of the forms of adult education as learning activities.

Program Design for Adult Learning

The design of learning situations that achieve the desired objectives is an important area of concern to the field. In this course, all forms and patterns of adult education are analyzed and assessed in light of the previous study of the adult and adult learnings.

Specialized courses designed specifically for those interested in Agricultural Extension are offered through the Department of Agricultural Economics. These courses are available equally to all graduate students in adult education where appropriate.

Extension Methods

As an undergraduate course, this provides an introduction to agricultural extension for students in the Faculty of Agriculture. It considers the functions of extension, the patterns of organization and operation in Canada and abroad, and the ways of working with farmers to achieve changes in agricultural production.

Organization of Rural Society

This is also an undergraduate course in which emphasis is placed on the rural community as a social unit and in the ways of introducing change effectively.

Extension Planning and Evaluation

This involves a study of the processes used in planning and conducting educational programmes for rural groups and of the evaluation of the effectiveness of extension programmes in bringing about change.

In all the courses available, research literature provides the source of the content material considered. Although the general objectives of the courses remain constant, the instruction may vary from year to year as may be indicated by the needs and interests of the particular group of students enrolled in a course at any one time.

All students participate in a seminar designed for the particular degree in which the student is enrolled. Each seminar is problem oriented and attempts to apply knowledge acquired in the formal courses to real problems in the field.

COURSE ENROLLMENTS

The enrollments in courses since the beginning of the program are indicators of growth. In each successive year the enrollment data exceeded that of the previous years except in 1964 and 1971. This growth has occurred in both part-time and full-time student enrollments in all programs.

UNDERGRADUATE COURSES

The increased demand for training in adult education from the Vancouver metropolitan area is suggested by the enrollment in the Introductory course (TABLE I). About one third of those that have enrolled in this course are extra-sessional students. Full-time students come from the fourth year in recreation, the fifth year in teacher training, and the required sequence in adult education. In 1969 the course was split into two sections and offered at different times for the convenience of students.

TABLE I

UNDERGRADUATE ENROLLMENT BY COURSE AND YEAR

ACADEMIC YEAR	COURSE			
	INTRODUCTION TO AD. ED.	EXTENSION METHODS	RURAL SOCIETY	TOTALS
1960 - 61	18	2	--	20
1961 - 62	31	1	--	32
1962 - 63	16	19	12	47
1963 - 64	92	--	--	92
1964 - 65	26	40	22	88
1965 - 66	67	44	23	134
1966 - 67	43	43	34	120
1967 - 68	59	42	39	140
1968 - 69	70	50	22	142
1969 - 70	84	28	34	146
1970 - 71	108	18	21	147
1971 - 72	76	35	16	127
TOTALS	690	322	223	1,235
AVERAGE ENROLLMENT	57.5	29.3	24.7	102.9

The course enrollents in Extension Methods and Rural Society have been stable since 1964, with the class sizes averaging 29.3 and 24.7 respectively. In addition to the agricultural students who enroll in both courses, Public Health Nurses and Home Economists have enrolled in the Extension Methods, while Rural Society has been an option for students from the School of Community and Regional Planning as well as for those from Adult Education.

During the first five years an average of 55 students enrolled annually in these undergraduate courses. Since 1965 the annual enrollments have averaged 136 students with an average over twelve years of 102.9 students.

GRADUATE COURSES

During the early years of the graduate program some courses were conducted as directed individual studies because of low enrollments. Other courses were offered only in alternate years. In 1966 and thereafter all the courses in the graduate program were offered each year. Since 1966 the average enrollment for the three basic core courses has been 24 students. (TABLE II)

To meet the specialized needs of students, new courses were introduced with the Extension Planning course added in 1965, and the Evaluation course and Doctoral Seminar added in 1969 and 1971 respectively. In 1971 the Master's Seminar was divided into two sections to provide a separate section for the Diploma student.

TABLE II

GRADUATE ENROLLMENTS BY ACADEMIC COURSE AND YEAR 1960 - 1971

ACADEMIC YEAR (a)	FOUNDATION	MATERIALS	INSTRUCTION	MASTERS SEMINAR	DOCTORAL SEMINAR	EVALUATION	EXTENSION PLANNING	TOTALS
1960 - 61	5	1	--	3				9
1961 - 62	6	2	2	1				11
1962 - 63	--	4	9	8				21
1963 - 64	14	--	--	3				17
1964 - 65	--	--	32	8				40
1965 - 66	18	--	--	4			2	24
1966 - 67	14	15	24	10			--	63
1967 - 68	22	19	22	8			3	74
1968 - 69	18	21	18	22			--	79
1969 - 70	20	26	36	14		6	--	102
1970 - 71	30	30	34	11		21	8	134
1971 - 72	24	21	27	14	14	8	18	126
TOTALS	171	139	204	106	14	35	31	700
AVERAGE ENROLLMENT	17.1	15.4	22.6	8.8	14.0	11.6	7.8	58.3

(a) Enrollment figures prior to the 1960 - 61 academic year were not obtainable..

Between 1960 and 1964 annual enrollment in graduate courses averaged 13.6 while between 1964 and 1969 the annual enrollments averaged 72. Since 1969 the average annual enrollment has increased to 120. This represents an eight fold increase during the decade. To meet these increased student enrollments, new staff were added in 1965, 1969 and 1971. Presently, four faculty members supervise some 120 graduate and diploma students and about the same number in the three undergraduate courses.

SUMMER SCHOOL

The University of British Columbia has had a summer term for a number of years. This has been primarily for teachers from the school system seeking to upgrade their certificates. The study of adult education was introduced in the summer of 1956 with one or more courses offered each summer until 1964. Since that year, only the introductory course has been made available in the summer term to students. Summer course offerings have been limited to the introductory course because the shortness of that term does not allow enough time for students to achieve the intensive work required in the graduate courses that constitute the core of the degree program.

In the first year in which a summer course in adult education was offered there were 31 students enrolled. Since that time, the summer enrollment has ranged from a low of eleven students in 1961 to sixty in 1969, with a total enrollment in all summer courses of 515, and an average of 28.6 in the eighteen courses offered in the summer terms from 1956 to 1972.

The earlier summer courses were taught be visiting instructors from elsewhere including the University of Manitoba, University of Montreal, University of Toronto and the University of Manchester in England.

GRADUATES

Since the beginning of graduate study in adult education at the University of British Columbia, 123 degrees or diplomas have been awarded to 119 individuals. Two students completed both the master and doctoral programs and two others received the diploma and an M.A. degree. The first graduate degree was granted in 1960 and since that date students have graduated every year. From 1960 through 1967 an average of 3.9 graduated and since 1968 there has been an average of 18.4 students completing the program each year. The maximum number in any one year was twenty-five graduates in 1970. The majority of the graduates have completed the master's programs (56.1%) followed by the diploma (31.7%), the M.S.A. (8.9%) and finally the doctorate (3.3%). (TABLE III)

DURATION OF PROGRAM

The average time required to complete a program of graduate study has varied with the program (TABLE III). The diploma requires the least amount of time at an average of 1.5 years. Most of those graduated with the diploma have been full-time students but there have been enough part-time students to extend the year normally required.

The M.A. program has required an average of 2.8 years. In most cases, the course work is completed in one year, with the remaining time used to prepare a thesis. In general, students on this program return

TABLE III

DISTRIBUTION OF GRADUATES
BY PROGRAM

DEGREE PROGRAM	NUMBER OF GRADUATES	PERCENTAGE	MEAN NO. OF YEARS TO COMPLETE PROGRAM*
Doctor of Education	4	3.3	2.4
Master of Arts	37	30.1	2.8
Master of Education (Thesis)	7	5.7	4.0
Master of Education	25	20.3	4.2
Master of Science in Agriculture	11	8.9	2.3
Diploma	39	31.7	1.5
TOTAL	123	100.0	

* Based on an analysis of 114 students for which data were available.

to full-time employment before finishing the thesis, which adds to the average time required to complete the degree. Master's students in Agriculture have required an average of 2.3 years to complete their degree and this is somewhat less than the M.A. because the majority of them have been full-time students for two years.

The Master of Education degree is normally achieved through part-time study which is limited by university regulations to one course per term; consequently, it requires an average of 4.2 years to complete the degree. By substituting a thesis for a course, this average time is reduced to 4.0 years.

The doctorate has required an average of 2.4 years beyond the master's degree. Two years of this is spent in residence which is required by university regulations. In all cases, those receiving the doctorate have remained in residence until the dissertation has been completed.

PERSONAL CHARACTERISTICS

Since there is no pre-professional education in adult education at an undergraduate level, individuals embark on a graduate study program after some experience in the field. This results in a graduate student population somewhat more mature than is normally encountered in university graduate programs.

The 119 individuals who have completed graduate study in adult education have been predominantly male (63.0%) although this is showing an increasing tendency toward a more evenly balanced distribution (TABLE IV). The majority of graduates have been married (60.5%) and

TABLE IV

DISTRIBUTION OF GRADUATES BY PERSONAL CHARACTERISTICS AT ENTRY INTO PROGRAM

CHARACTERISTIC		NUMBER	PERCENTAGE
Sex:	Male	75	63.0
	Female	44	37.0
	Totals	119	100.0
Age:	20-29 years	23	20.2
	30-39	28	24.6
	40-49	26	22.8
	50 and over	13	11.4
	Not known (or reported)	24	21.0
	Totals	114*	100.0
Marital Status:	Single	24	21.0
	Married	69	60.5
	Other	8	7.0
	Not known (or reported)	13	11.4
	Totals	114*	99.9
Citizenship:	Canadian	83	72.8
	United Kingdom	2	9.7
	Commonwealth	2	1.7
	United States	1	0.9
	Other Foreign	2	1.7
	Not known (or reported)	15	13.2
	Totals	114*	100.0

* There are five graduates for whom information was not obtainable, therefore these percentage distributions are based on 114.

they have been predominantly Canadian citizens (72.8%). The University has attracted a number of foreign students with 9.7 percent from the United Kingdom, 1.7 percent from other Commonwealth countries and an equal percentage (1.7%) from other foreign countries.

Age

The graduates have ranged in age from the mid-twenties to the mid-fifties, with nearly half (47.4%) between 30 and 50 years of age. Some 20.2 percent have been under thirty years of age and 11.4 percent over fifty. The average age has varied in terms of the program. The youngest group was found in the M.S.A. program with an average age of 28.1 years and the oldest at 42.7 years were those in the M.Ed. with thesis program. Diploma graduates had an average age of 41.1 years and M.Ed. graduates averaged 40.9 years. The part-time option in the M.Ed. and Diploma programs tends to accommodate those older individuals in mid-career who are unable to spend time in residence for family or economic reasons. Graduates from the M.A. program have had an average age of 36.8 years, while those receiving the doctorate have averaged 29.7 years of age. The relatively low average age of M.S.A. and doctoral students suggests that those individuals have made earlier career decisions about adult education as a field and have sought the preparation necessary to advancement. On the other hand, the M.A., Diploma, and M.Ed. graduates would appear to be established in their careers and seek the added proficiency which graduate study provides.

Education

The previous educational level of the graduates shows nothing particularly unusual. Since it is possible to enter the Diploma program

under a mature student provision, some 5.9 percent of the graduates had junior or senior matriculation and some university. On the other hand, 68.1 percent held a first degree and 9.2 percent had a graduate degree upon admission. Most of the students with degrees came from arts or education. There were seven with first degrees in nursing and twelve from the sciences. (TABLE V)

TABLE V

DISTRIBUTION OF GRADUATES BY EDUCATIONAL LEVEL ON ENTRY

TYPE OF SCHOOLING	NUMBER	PERCENTAGE
Grade 12, 13 and some university	7	5.9%
Bachelors Degrees including 5th year Teacher Certificates	81	68.1%
Graduate Degrees	11	9.2%
Not Reported	20	16.8%
Totals	119	100.0

MOBILITY

A survey was conducted by mail to determine the current address and occupation of the graduates in an effort to assess geographical and occupational mobility. Replies were received from 116 of the 119 graduates.

Geographical mobility occurred in some cases but was not particularly pronounced. British Columbia was the residence indicated by 66.4 percent at entrance and reported by 68.9 percent of the graduates. Ontario was the point of origin for 4.2 percent and this increased to 8.5 percent as graduates moved there for employment. A similar movement to Alberta also occurred. Students from Saskatchewan, Manitoba, Nova Scotia, and New Brunswick tended not to return to those provinces after graduation. Foreign students accounted for 7.6 percent and all except one graduate returned to a foreign address. (TABLE VI)

Occupational mobility could not be determined with any accuracy because occupation on admission to the program was not always recorded. The occupation after graduation shows that the majority (66.3%) were employed in educational institutions, with 28.6 percent as teachers, 30.2 percent in educational administration, and 7.5 percent as program specialists in adult education. The next largest group (11.7%) were retired or not currently working, which included housewives, while 4.2 percent were employed in agricultural extension and 5.0 percent were continuing as students seeking advanced degrees. Miscellaneous occupations such as legislator, biologist, data analyst, or rector were reported by 7.6 percent (TABLE VII).

TABLE VI

DISTRIBUTION OF GRADUATES BY PLACE OF RESIDENCE
ON ENTRY AND CURRENTLY

GEOGRAPHIC REGION	RESIDENCE ADDRESS ON ENTRY		RESIDENCE ADDRESS CURRENTLY	
	Number	Percentage	Number	Percentage
British Columbia	76	66.4	82	68.9
Alberta	7	5.9	10	8.5
Saskatchewan	2	1.7	1	.8
Manitoba	3	2.5	1	.8
Ontario	5	4.2	10	8.5
Quebec	--	--	1	.8
Nova Scotia	5	4.2	1	.8
New Brunswick	1	.8	--	--
Newfoundland	1	.8	1	.8
Yukon & N.W. Terr.	--	--	1	.8
Foreign	9	7.6	8	6.7
Not known or no response	7	5.9	3	2.5
Totals	119	100.0	119	99.9

TABLE VII

CURRENT OCCUPATION OF GRADUATES

BY DEGREE RECEIVED

OCCUPATION	PROGRAM				TOTAL	PERCENTAGE
	Ed.D	MA/MEd	MSA	DIPLOMA		
Education	2	48	2	26	79	66.4
Teacher	*1*	*16*	*3*	*14*	*34*	*28.6*
Administrator		*27*		*9*	*36*	*30.2*
Specialist	*1*	*5*		*3*	*9*	*7.5*
District Agriculturist			5		5	4.2
Welfare		1		1	2	1.7
Student		3	3	--	6	5.0
Miscellaneous		7		2	9	7.6
Not Working	2	6		6	14	11.7
No Response		2		2	4	3.4
TOTAL	4	67	11	37	119	100.0

In those cases where data were available, many graduates returned to the institution in which they were employed originally but had higher positions after their graduate study, while numerous others changed positions within the same institution.

CHAPTER III

THE DIPLOMA IN ADULT EDUCATION

By

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Associate Professor

With

Jim Vallely
Graduate Student

The Diploma in Adult Education, introduced in July, 1966, has the distinction of being the first Diploma of its kind offered in Canada, as well as the first to be offered by the Faculty of Education at U.B.C. The rationale for the program is implied in the following statement:

> The...program is designed for persons of high scholastic aptitude who have a background in a field of discipline, who wish to acquire the skills and knowledge required to organize, conduct, evaluate and generally administer programs in adult education, but who, for a variety of reasons, do not wish to pursue a graduate degree.[1]

Since that time, four additional Diplomas have been established: Counselling, Education of the Deaf, Education of Children with Learning and Behaviour Disorders, and Education of Young Children.

The first recorded Diploma program in adult education was established at the University of Nottingham following World War II. As no British university had an academic program concerned principally with the study of adult education, the program was offered by the Department of Extra-Mural Studies. In recent years, academic degree programs have been developed in several British universities, while the diploma has spread to North America as an alternative to existing degree programs.

ADMINISTRATION

The Diploma program is conducted jointly by the Faculty of Education and the Centre for Continuing Education. It is administered by a committee established by the University Senate and consisting of repres-

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[1]"Diploma Program in Adult Education", unpublished proposal submitted by the Faculty of Education and the Department of University Extension to the U.B.C. Senate, December 1965, p. 1.

entatives from the Faculty of Education, the Centre for Continuing Education, the Registrar, and the Faculties of Graduate Studies, Arts, and Agricultural Sciences. This committee oversees the program, makes policy decisions, and rules on applications from prospective students. The ongoing administration of the program is the responsibility of the Centre for Continuing Education, which processes student applications, publicizes the program, procures scholarship funds, and arranges and supervises internships. The responsibility for planning the programs of individual students rests with the faculty advisor in the Faculty of Education.

ENROLLMENT

The Diploma program provides an alternative to a graduate degree, although students in the program attend the same courses as graduate students. Those enrolling in the Diploma program occupy three broad categories:

1. Students who hold a first degree and can show experiences in the field as practising adult educators, but who do not desire a graduate degree. They include public school directors of adult education, training directors in industry, program organizers in voluntary associations, and part-time teachers of adults.
2. Mature adults without a degree but with some university study and extensive experiences in the field. Individuals in this category are not normally eligible for degree programs.
3. Individuals entering adult education after receiving a first degree, but with little or no experience in the field.

Since 1966, 116 individuals have been admitted to the Diploma program, though not all have actually embarked on a program of studies. Of that number, five withdrew, four transferred to the Master's degree program without commencing the Diploma, and seventy-nine (68.1%) actually enrolled. The remaining twenty-eight have not enrolled, but are still eligible to do so. Of the seventy-nine who actually enrolled, thirty-one (39.3%) entered as full-time students and forty-eight (60.7%) as part-time students. Full-time students can usually complete the requirements for the Diploma in one year. Twenty-one (67.7%) of these students have graduated; two have withdrawn; three transferred to the Master's program before receiving the Diploma, and five are currently enrolled. Part-time students require considerably more time to complete the requirements for the Diploma. Consequently, only eighteen (37.5%) of the forty-eight part-time students enrolled have received the Diploma. Three transferred to the Master's program before receiving the Diploma, and twenty-seven are still pursuing it.

In the seven years since the program began, attendance has varied, but the general trend has been that of increasing numbers. (TABLE VIII)

PROGRAM

The Diploma program is an integral part of the graduate program in adult education, and Diploma students share many of the academic experiences of other graduate students.

ACADEMIC COURSES

The basic program for the Diploma consists of a core of four courses in adult education and one additional course from elsewhere in the University. Of the core courses, one dealing with adult learning and

TABLE VIII

DIPLOMA STUDENTS ATTENDING BY YEAR AND BY TYPE OF PROGRAM 1966 - 1972*

ACADEMIC YEAR	TYPE OF PROGRAM Full Time	Part Time	TOTAL
1966 - 67	4	2	6
1967 - 68	3	6	9
1968 - 69	4	15	19
1969 - 70	6	16	22
1970 - 71	6	14	20
1971 - 72	3	15	18
1972 - 73	5	18	23
Total	31	86	117
Percent	26.49	73.50	100.0

* A student may be included in the yearly total for several different years.

instruction is required of all students, while the remaining three may be selected from the available adult education courses. Selections are usually made in terms of a student's prior experience and future expectations. When choosing the outside course from relevant fields (e.g., agriculture, sociology, commerce, etc.,) the student does so in consultation with his academic advisor.

Among their academic experiences, students participate in a special seminar in which they can relate their academic studies to their present or potential positions in the field. Usually, practising adult educators are invited to discuss the responsibilities of their roles with the students. Representatives from many community agencies and from government at local, provincial, and national levels, as well as university professors, have visited the seminar over the years.

INTERNSHIP

The provision of field experiences through internships is the responsibility of the Centre for Continuing Education. At the time the Diploma program was established these internships were:[2]

> ...designed to give supervised field experiences in adult education. Each student may be assigned to a staff member of an appropriate adult education agency in order to plan, conduct and evaluate a program.

To obtain credit for their internships, students must, of course, satisfy the agencies to which they are assigned. Graduates have served internships in many different agencies. (TABLE IX) These internships have generally involved five different functions: teacher, administrator, counsellor, researcher, and consultant. Most internships have been

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[2] *Ibid.*, p.6.

teaching (53.8%), followed by administration (35.9%), the popularity of these two roles being related to job expectations. Those engaged in teaching internships hoped for at least part-time employment as adult teachers after completing the Diploma, while those selecting administrative internships did so in anticipation of full-time positions.

The financial assistance normally available to university students is not provided for Diploma students. The amount of $4,500 awarded to them to date includes $4,000 from the Centre for Continuing Education. This contribution has made possible twelve scholarships ranging from $150 to $500 for full-time students. The remaining $500 from the British Columbia Division of the Canadian Association of Adult Education provided an additional scholarship. The total number of scholarships awarded has averaged about two per year since the inception of the program.

THE GRADUATES

An analysis of certain characteristics of the thirty-nine students who have graduated from the Diploma program will describe the kinds of people who are served by it. The graduates have been predominantly male (64.1%) whose mean age prior to enrollment was 41.1 years. Graduates have come largely from areas within commuting distance of the University (84.6%) although one came from Newfoundland and two from northern areas of the Province. Three full-time students represented, respectively, India, the West Indies, and Belgium.

The educational levels of the graduates upon entering the Diploma program indicate that 41.0 percent possessed no degree, 46.2 percent possessed a first degree, and 12.8 percent held an advanced degree. In

TABLE IX

INTERNSHIP EXPERIENCES OF GRADUATES BY FUNCTION AND ASSIGNMENT

FUNCTION	ASSIGNMENT					TOTAL	PERCENT
	Night School	Vocational School	Community College	University Extension	Other		
Teacher	8	2	3	2	6	21	53.8
Administrator	5	1	5	2	1	14	35.9
Counsellor	--	--	1	--	--	1	2.6
Research	2	--	--	--	--	2	5.1
Consultant	--	--	--	--	1	1	2.6
Total	15	3	9	4	8	39	
Percent	38.5	7.7	23.1	10.2	20.5	100.0	100.0

the latter category were one student with a doctorate, two students with an M.A. degree, and two with an M.Ed. degree.

In terms of employment prior to enrollment, 28.2 percent of the graduates were teachers and a comparable number held administrative positions. The remainder, 43.6 percent, occupied positions in fields other than adult education specifically, although these positions usually entailed some responsibility for the education of adults.

Upon completing the Diploma program, certain graduates continued formal academic study and achieved advanced degrees. In some cases, success in the Diploma program enabled graduates to meet the admission requirements for advanced degrees. Of this group, three have completed an M.A. degree and one has completed all the course requirements for the Ph.D. An unusual case occurred when one graduate enrolled in and completed the Master's program in adult education, even though she had no university education prior to entering the Diploma program. Her success in the program and her wide experience in the field won for her this recognition of her ability to pursue graduate work.

After completing the Diploma program, some graduates changed occupations, with 33.3 percent in teaching, 41.0 percent in administration, and 25.7 percent in positions other than adult education. Also, some graduates (17.9%) who had engaged in other activities prior to entering the Diploma program became more directly involved in adult education either as teachers or administrators. One reason for the rather limited mobility of graduates is that most did not perceive the Diploma as a stepping-stone to other positions, but as a means of improving their compet-

ence in their current positions. Some graduates now in positions outside the field of adult education are seeking a more active role in it.

Possibly the most dramatic role changes involved two graduates who obtained positions in Ottawa. One person, who was unemployed upon entering the Diploma program, was hired as Assistant Director of the Adult Education Section of Statistics Canada and has since been promoted to Director of this section. Another, a blind student, moved into an administrative position in the Federal Department of Manpower and Immigration. The Belgian student, who entered the Diploma program with a doctorate in English Literature was promoted from Assistant to Associate Professor of Adult Education at the University of Leuven.

CONCERNS AND TRENDS

One major concern that has emerged from correspondence with potential students relates to the availability of the Diploma program. As many courses are given only during the winter session, students living outside the Lower Mainland area are unable to enrol in a part-time program. Another concern is the limited number of scholarships, making it difficult, if not impossible, for potential Diploma students to attend full-time. The situation is specially difficult for middle-aged persons in established positions and carrying heavy financial commitments.

As for trends, the number of full-time students increased in 1972-73. A significant feature was the increase to thirteen in the number of students under 30 years of age. All these students possessed undergraduate degrees. A second trend, related directly to the first, shows itself in the prior adult education experience of these young adults

enrolling in the Diploma program. Much of their experience has been acquired through Youth Opportunity Grants and Local Improvement Projects, under the aegis of the Federal Government.

CHAPTER IV

FIELD SERVICE ACTIVITIES

By

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With

Marvin Lamoureux
and
Pirkko Jussila
Graduate Students

Although the graduate program in adult education is primarily concerned with teaching and research, there are also a variety of educational services provided to others both within the university community and to many organizations in the province and elsewhere. The increasing number of requests for such services is evidence of the growing awareness in the community of the importance of adult education.

The service activities can be classified into three major categories which differentiate among those activities planned and conducted by staff and students as a specific learning event and those professional services contributed to an activity planned or conducted by others. The categories include short courses, workshops, and institutes initiated by staff; lecture and seminar presentations; and other varied professional activities.

During the formative years, Professor Coolie Verner was actively engaged in meeting the learning needs of many local groups, which helped to gain stature for the program and make people aware that adult education would help meet their needs. As the enrollments in the academic program began to grow appreciably from 1963 to 1966, it was necessary to reduce the number of field service activities (TABLE X). With the addition of staff in 1965, 1969 and 1971 to meet the increasing demands of the academic program, an increase in the number of field service activities is to be noted.

SHORT COURSE, WORKSHOP OR INSTITUTE

The short course, workshop or institute is an activity specifically designed by a staff member for a sponsoring agency such as the

TABLE X

DISTRIBUTION OF FIELD SERVICES BY YEAR AND BY TYPE

YEAR	TOTALS	SHORT COURSES WORKSHOPS INSTITUTES	LECTURES OR SEMINAR PRESENTATIONS	OTHERS*
1961-62	23	7	9	7
1962-63	29	15	10	4
1963-64	17	3	11	3
1964-65	14	4	1	9
1965-66	14	5	4	5
1966-67	29	14	5	10
1967-68	31	12	8	11
1968-69	16	9	5	2
1969-70	37	23	6	8
1970-71	36	18	6	12
1971-72	53	22	13	18
TOTALS	299	132	78	89
PERCENT-AGE	100.0	44.14	26.08	29.76

* Consultations, professional leadership, discussion groups, and program planning activities where others directed the learning.

Canadian Labour Congress or the Centre for Continuing Education. The typical short course is usually offered for five consecutive weekly sessions of two hours each and is designed primarily for those engaged in adult instruction. Often the participants are from the community college, the night school program and from various business, industrial or voluntary organizations. The excerpt below outlines the purposes and content of a short course sponsored by the Centre for Continuing Education.

TEACHING ADULTS: AN INTRODUCTORY COURSE

> This course will examine through lectures and group discussions some of the major factors influencing adult learning and instruction. It is designed primarily for those with little or no experience and training in teaching adults, but who are involved in teaching on a part-time basis. Potential participants in the course might include night-school instructors, education officers in labour unions, trainers in business and industry, and educational personnel in libraries, recreational agencies, voluntary organizations, and proprietary schools.
>
> The goal of the course is to provide the participants with an introduction to the processes of learning and instruction in adult education so that they can improve the effectiveness of their educational programs. The emphasis throughout will be on the practical application of general principles of adult learning and instruction. The following topics will be covered during the five-session course:
>
> Learning and the Adult
> Course Planning
> Elements of Instruction
> Instructional Techniques and Devices
> Evaluating Learning and Instruction

At present, there are two short courses that have been developed: one is an introductory course in adult learning and instruction and the second is an advanced course in adult instruction. A concentrated two-day version of the introductory course has been offered several times to

first line supervisors from business and industry sponsored by Canada Manpower. Other sponsors of short courses have been the Vancouver School Board, Vancouver General Hospital, B.C. Institute of Technology and the B.C. Department of Education.

A workshop is a concentrated two day or longer activity designed around a specific application of adult instruction for a special interest group. Many workshops have been designed for labour union instructors, nursing coordinators, hospital administrators and BTSD instructors. Sponsorship of workshops has been provided by the Registered Nurses Association of B.C., Canadian Labour Congress, Centre for Continuing Education and the Volunteer Bureau of Vancouver. The purposes and objectives of a Workshop on Group Leadership are given in the following excerpt.

> *Purpose:*
>
> The purpose of the workshop is to present, discuss, and apply concepts and skills that may be used by leaders of learning and work groups to increase the effectiveness of their group activities. Thus, the focus of the workshop will be on task-oriented groups. The workshop will not examine leadership skills in human relations, sensitivity training, or T-groups.
>
> A variety of large and small group activities will be conducted during the two-day workshop in order to attain the four objectives listed below. The amount of time devoted to each objective and each element of the content will vary according to the needs and interests of the participants.
>
> *Objective 1* - The participant will be able to describe and discuss selected concepts pertaining to the formation and development of task-oriented groups.
>
> *Objective 2* - The participant will be able to demonstrate certain leadership behaviours relevant to task-oriented groups.
>
> *Objective 3* - The participant will be able to select and apply certain techniques for increasing the productivity of task-oriented groups.

Objective 4 - The participant will be able to describe and apply selected techniques for analyzing and evaluating the performance of task-oriented groups.

An institute, on the other hand, is a one day activity designed about a single topic, such as instructional techniques or evaluation. During the day, small group activities permit individuals to study some aspect of the topic that is of particular interest to them. The Centre for Continuing Education has been the primary sponsor of institutes designed primarily for instructors of adults. A typical Institute is described as follows:

> The Centre for Continuing Education and the Adult Education Department of the University of British Columbia established in 1967 the Annual Institute for Teachers of Adults in recognition of the need for systematic and continuing in-service training of the increasing numbers of part-time and full-time teachers of adults. The Institute is aimed at increasing proficiency as well as providing an opportunity to meet colleagues in the field. The themes of the first three Institutes were "Introduction to General Principles of Teaching Adults," "How Adults Learn" and "Setting the Learning Objectives." The 1970 Institute features effective teaching techniques. Participants will be given opportunity to practice three specific techniques of their choice.

LECTURE AND SEMINAR PRESENTATIONS

The lecture or seminar presentation is a professional contribution to a learning activity planned and conducted by another agency. Often staff members are asked to present a prepared paper in a program such as a conference or convention. Groups to which the staff have presented papers include the Northwest Adult Education Association, the Canadian Association of Adult Education, the Adult Education Association of the U.S.A., B.C. School Trustees Association, National University Extension Association, B.C. Department of Agriculture, and Canada Manpower (B.T.S.D.).

Many lectures have been prepared for adult education groups at other universities and colleges. Among these have been the Ontario Institute for Studies in Education, Ohio State University, Florida State University, University of Washington, University of Minnesota, University of California (Berkeley), University of Wyoming, and locally at Simon Fraser University and Vancouver City College.

Professor Coolie Verner has been active in lecturing before adult education groups and academic classes in several foreign countries. During the academic year 1968-69 he lectured in universities at Edinburgh, Hull, and Manchester in Great Britain, and the University of Louvain in Belgium. In November, 1970, he presented a paper before the first adult education conference sponsored by the Government of Turkey at Anakra, and at the Olivetti Conference on Education in Buenos Aires. During the summer of 1971 he served as consultant of adult education in Argentina, and spoke before adult education groups at Perth, Hobart and Sydney in Australia and then to groups in New Zealand.

OTHER ACTIVITIES AND SERVICES

All members of staff contribute to professional associations in adult education periodically and consult with organizations concerned with advancing their programs in adult education. Individual staff members have contributed to the Canadian Society for Rural Extension; the Canadian Association of Directors of Extension and Summer School; National Research Council of Canada; Northwest Adult Education Association; Canadian Association of Adult Education; the ERIC Clearinghouse of Adult Education; and the Adult Education Research Conference.

The service activities in which staff members have participated include virtually all kinds of social agencies, with government agencies and institutions of higher education accounting for nearly half of all activities. Next in terms of frequency were professional associations and public school programs with lesser participation in other agency activities (TABLE XI). All such participation in initiated by the sponsoring agency; consequently, the frequency distribution of activities is some indication of the awareness of adult education as a useful area of knowledge.

TABLE XI

DISTRIBUTION OF COOPERATIVE SERVICES BY ORGANIZATIONAL SPONSORSHIP

ORGANIZATIONAL CATEGORY	NUMBER	PERCENTAGE
Colleges and Universities	66	22.1
Public Schools	41	13.7
Health Care	29	9.7
Business, Industry & Labour Unions	18	6.0
Professional Associations (excluding health care)	43	14.4
Provincial and Federal Governments	75	25.1
Religious, Volunteer and Social Welfare	13	4.3
Foreign, other than U.S.A.	14	4.7
TOTAL	299	100.0

CORRESPONDENCE COURSES

Two courses designed for study by correspondence have been prepared for and are made available by the Centre for Continuing Education. The first is an introductory course comparable to that offered regularly on campus, while the second was prepared specifically for vocational instructors of adults. In both cases, three units of academic credit can be earned through correspondence study by those individuals unable to attend regular classes on campus.

Introduction to Adult Education

At the request of the Department of University Extension, the first correspondence course in adult education was prepared by Professor Verner during the 1961-62 academic year. This was revised in 1965 by Mrs. Dorothy Cameron who was then a graduate student in adult education. In 1970 it was further revised by Miss Catherine V. Davison, who also prepared the current course in 1972. These revisions ensure that the content of the course is kept current with the state of knowledge in the field and permits the introduction of new teaching material to replace old material that has grown obsolete.

This introductory course is available by correspondence only to those individuals who cannot conveniently attend the regular classes conducted on campus during the winter or summer terms. Since the first students were enrolled in 1962, 246 individuals have started the course with 91 completing the final examination and receiving credit (TABLE XII). This completion rate of 36.9 percent compares favourably with other correspondence courses administered by the Centre for Continuing Education. In

a study conducted in 1965, Cameron* indicated that the completion rate in correspondence courses at the University ranged from a high of 46.3 percent for a course in English Criticism to 32.2 percent for one in the History of Education.

TABLE XII

DISTRIBUTION OF CORRESPONDENCE COURSE STUDENTS BY NUMBER REGISTERING AND COMPLETING BY YEAR: INTRODUCTION TO ADULT EDUCATION

ACADEMIC YEAR	NUMBER REGISTERING	NUMBER COMPLETING
1962 - 63	22	--
1963 - 64	37	5
1964 - 65	43	9
1965 - 66	17	9
1966 - 67	29	14
1967 - 68	17	12
1968 - 69	30	14
1969 - 70	29	13
1970 - 71	6	11
1971 - 72	16	4
TOTALS	246	91
COMPLETION RATE		36.9%

* Cameron, Dorothy. "A Study of Enrollments made in Correspondence Credit Courses at the University of British Columbia during the academic year 1961 - 62." Unpublished M.A. Thesis, University of British Columbia, 1965. p. 34. Table 2.

Adult Vocational Education

A course on adult learning and instruction designed especially for instructors in adult vocational education was prepared and tested in 1969-70 by Dr. Gary Dickinson at the request of the Provincial Department of Education. This course provides three units of credit in the Vocational Instructors Certificate Program administered by the Provincial Department. Since its introduction in 1970, twenty-nine students have enrolled in the course, with 15 students completing the final examination (TABLE XIII). This is a completion rate of 51.7% which exceeds that reported by Cameron for any correspondence course.

TABLE XIII

STUDENT ENROLLMENT IN THE VOCATIONAL EDUCATION CORRESPONDENCE COURSE BY LOCATION AND STATUS

VOCATIONAL SCHOOL	TOTAL ENROLLMENT	COMPLETED	DROPPED OUT	IN PROGRESS
Terrace	8	5	0	3
Kelowna	4	3	1	0
Prince George	3	0	1	2
Vancouver Vocational Institute	3	0	0	3
Victoria	3	1	0	2
Nelson	2	2	0	0
Dawson Creek	2	2	0	0
Burnaby	1	1	0	0
Nanaimo	1	0	0	1
Other	2	1	1	0
TOTALS	29	15	3	11
PERCENTAGE	100%	51.7%	10.3%	37.9%

VISITING ADULT EDUCATORS

The University of British Columbia has attracted many visitors including an unusually large number of distinguished adult educators from every continent. Some of these have been "official" visitors studying adult education in North America, others have stopped for personal visits with staff members. Among the formal visitors have been individuals and groups from the USSR, Japan, Australia, New Zealand, Hong Kong, the United Kingdom, UNESCO, and various countries on the continent of Europe. The personal visitors have been equally widespread in origin and represent many different positions in adult education. In either case, the visitors have met with student groups to discuss adult education in their home country or to participate in seminars on some aspect of the graduate program. Many visitors have been interested in the program of graduate study with the view of instituting similar study in their own universitiies.

A number of noted adult educators have been invited to the University to conduct programs specifically for students studying adult education or for the community in activities operated jointly with the Centre for Continuing Education and with the Health Sciences Centre. This group of visitors has come chiefly from universities in the United States or Canada offering comparable graduate programs in adult education.

Since the beginning of the program, several hundred such visitors have been welcomed and have contributed in some way to the education of adult education students.

Although foreign visitors may appear to have more glamour than local residents, adult educators from surrounding communities have also

visited the university and participated in classes and seminars. Local people are drawn upon as program resources at frequent intervals when their expert knowledge and experience with educating adults is particularly needed by students. They too have been involved in programs about adult education conducted by the Centre for Continuing Education.

CHAPTER V

RESEARCH

By

Gary Dickinson
Assistant Professor

with

Adrian Blunt
and
Alexander McGechaen
Graduate Students

The rapid growth of the field of adult education in North America during the twentieth century has placed great emphasis on practical problems associated with the provision of services to a steadily enlarging clientele. At first, the principles governing practice were derived largely from experience and introspection. The need for research and sound theory to guide the development of the field did not begin to become obvious until the second and third decades of this century, but no significant progress was made in providing the research needed until the fifth and sixth decades when programs of graduate study in adult education began to emerge.[1] Moreover, the volume of research has increased substantially only in very recent years. In the sources which provide the most comprehensive survey of current research in adult education, the number of completed studies listed for a period of slightly less than two years between 1954 and 1956 totalled 64, compared to 1,328 studies listed for a similar time period in 1970 and 1971.[2]

RESEARCH ORIENTATION

The graduate program at the University of British Columbia has both benefitted from and contributed to the emergence of research in

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[1]Burton W. Kreitlow, "Research and Theory" in *Handbook of Adult Education* edited by Robert M. Smith, George F. Aker, and J. R. Kidd. (Washington: 1970) pp. 137-149.

[2]For 1954 to 1956 listings, see "Research Review" in *Adult Education* for Winter, 1955 (5:114-127), Summer, 1955 (5:240-246), and Summer, 1956 (6:234-243). See also: *Research and Investigation in Adult Education* (Syracuse, 1970, 1971).

adult education so that research has constituted a major component since the inception of the program. As is the case with departments of adult education elsewhere, the program is one of the few in the university concerned primarily with education at the graduate level where research is an expected concomitant of professional preparation. In addition, it has been able to attract research support from organizations outside of the university so that faculty and graduate students may participate in some major research projects that would not have been carried out without such financial aid.

The principal research activities involve the systematic investigation and reporting of problems related to adult education. Such activities serve several purposes including the training of graduate students in research methods and procedures, advancement of the discipline of adult education, and the solution of problems encountered in the field of practice. In order to achieve those purposes, research enters into the activities of the program in various ways.

1. Research components are built into each course taken by a graduate student for academic credit. This is accomplished initially by integrating research findings and implications into reading assignments, term papers, lectures, and group discussions. In some courses students become involved actively in research by designing and conducting systematic investigations of problems in adult education either individually or in small groups.

2. A second level at which research is involved is through directed individual study projects and major papers prepared by most candidates for the M.Ed. degree and some M.A. candidates. In such papers the

student is expected to design and conduct an original investigation or to report on a problem in adult education. While such a major paper rarely produces a new contribution to knowledge about adult education, it does provide the student with an opportunity to integrate his studies in the field. Moreover, the results of such investigations may assist in the improvement of practice and identify problem areas for further study.

3. The majority of M.A. and all Ed.D. candidates are expected to contribute to the discipline of adult education by completing a thesis or dissertation. Those projects are often conducted at the frontiers of knowledge about adult education, thus they will normally help to expand the content of the discipline. Although many thesis and dissertations remain known only to a few people, some are disseminated widely to the field through published monographs and journal articles.

4. Both faculty members and students may contribute significantly to the discipline of adult education by conducting independent research using their own resources or by participating in research projects funded from outside. Such non-degree research usually becomes visible to the field through various modes of dissemination and publication.

The research components that are centered around academic courses and major papers are usually ephemeral and transitory in nature, consequently they are difficult to analyze. The discussion which follows is therefore concerned primarily with the more rigorous and visible activities conducted in thesis and dissertation projects and in published, non-degree studies.

DEGREE RESEARCH

A total of 61 graduate students had completed a thesis or dissertation in the Department prior to August 31, 1972. (See Appendix A). Forty of those studies (65.6 percent) were for the M.A. degree, while eleven (18.0 percent) were for the M.S.A., six (9.8 percent) were for the M.Ed., and four (6.6 percent) were doctoral dissertations. Thirteen theses (21.3 percent) in 1972 and eight in 1966 as well as in 1970. Only one thesis was completed in 1960, 1962, 1964, and 1967 while none were finished in 1961. The first M.A. thesis appeared in 1960 and was followed by the first M.S.A. thesis in 1963 and the first M.Ed. thesis in 1964. The first doctoral dissertation was completed in 1968.

The theses and dissertations were classified by principal subject area and by the institution studied according to the ERIC system for reporting research and investigation in adult education.[3] The most frequently studied subject has been participation in adult education which accounted for eighteen studies (29.4 percent) followed by diffusion and adoption with seven theses and dissertations (11.5 percent). Other subject categories accounting for more than three studies include instructional methods, evaluation, and adult basic education. Although the degree research has been spread over a considerable range of subjects there has been some concentration in certain selected areas. (TABLE XIV)

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[3]Stanley M. Grabowski, editor, *Research and Investigation in Adult Education: 1971 Annual Register*. (Syracuse: 1972).

TABLE XIV

PERCENTAGE DISTRIBUTION OF DEGREE RESEARCH

BY SUBJECT CATEGORY

SUBJECT	NUMBER	PERCENT
Participation and participants	18	29.4
Diffusion and adoption	7	11.5
Instructional methods	6	9.8
Evaluation	5	8.2
Adult basic education	4	6.6
Program planning and administration	3	4.9
Instructors and leaders	3	4.9
Medicine and health	3	4.9
Adult learning characteristics	2	3.3
Mass media and instructional devices	2	3.3
Disadvantaged and minority groups	2	3.3
International studies	2	3.3
Other	4	6.6
TOTAL	61	100.0

The institutions investigated include a wide range with no single institutional category predominating (TABLE XV). Eight studies have been concerned with adult education in universities and a similar number have dealt with health organizations and public school settings. Seven studies have related to provincial and local government involvement in adult education and seven have been concerned with the role of the federal government. The variety of subjects and institutional settings in which degree research has been done reflects the diversity of the field of adult education as well as the varying interests of the graduate students conducting the research.

TABLE XV

PERCENTAGE DISTRIBUTION OF DEGREE RESEARCH
BY INSTITUTION STUDIED

INSTITUTION	NUMBER	PERCENT
Universities	8	13.1
Health organizations	8	13.1
Public schools	8	13.1
Provincial and local governments	6	11.5
Federal government	7	11.5
Agriculture and rural extension	3	4.9
Labour unions	2	3.3
Community colleges	1	1.6
No institutional relationship	17	27.9
TOTAL	61	100.0

Although virtually all standard research methods have been used in one or more of the theses produced, the analytical survey method has tended to be predominant, with 65.6 percent of the degree research using that method. Twenty-six of the 40 surveys (65.0 percent) collected data by personal interviews, nine used questionnaires, and the remainder used documents as sources of data. Eleven theses (18.0 percent) have been systematic reviews of a body of literature pertaining to adult education and six (9.8 percent) have been historical studies. The remaining degree research has used the experimental or case study methods.

Forty-two of the completed theses and dissertations used some type of statistical analysis. Of that number, four studies (9.5 percent) used only frequency and percentage distributions, 61.9 percent used bivariate statistical techniques such as chi-square, t-tests, and correlation coefficients, and 28.6 percent used multivariate statistics including analysis of variance, factor analysis, and multiple regression analysis.

NON-DEGREE RESEARCH AND PUBLICATIONS

Non-degree research related to adult education undertaken by individuals is published in monographs, reports, and articles which are disseminated to the field (See Appendix B). This type of research is not entirely distinct from degree research, as 26 of the 101 published studies (25.7 percent) were derived from theses and dissertations completed by graduate students working with a faculty member.

TABLE XVI

PERCENTAGE DISTRIBUTION OF NON-DEGREE RESEARCH

BY SUBJECT CATEGORY

SUBJECT	NUMBER	PERCENT
Rural socio-economic surveys	30	29.7
Participation and participants	10	9.9
Educationally disadvantaged adults	9	8.9
Rural adult education	8	7.9
Continuing education in professions	8	7.9
Bibliographies	7	6.9
Diffusion and adoption	7	6.9
Adult education research	5	5.0
Instructors and leaders	4	4.0
University adult education programs	2	2.0
Health organizations	2	2.0
Other	9	8.9
TOTAL	101	100.0

The subject classification of non-degree research publications completed indicates that approximately one-third of the items were rural socio-economic surveys followed by ten studies (9.9 percent) pertaining to participation in adult education. (TABLE XVI) Nine studies (8.9 percent) were completed in the subject category of characteristics of educationally disadvantaged adults and eight (7.9 percent) dealt with rural adult education while a like number were in continuing education in the professions. Several non-degree projects have been concerned with the body of literature and research in adult education; seven published items were bibliographies while five analyzed research in the field.

SUPPORT FOR RESEARCH

Graduate students and faculty members are responsible for conducting their own research, although support may be obtained in some instances from outside organizations in the form of cooperation and services or financial support provided through contract research.

Support in the form of cooperation and services is provided frequently by those outside organizations that wish to have research undertaken in a problem area but cannot make allowances for a direct allocation of money. Such organizations may support research by providing ready access to records and personnel, by giving clerical or secretarial assistance, and by meeting some incidental expenses such as mailing or printing costs. The investigator will usually consult with the organization about the design and conduct of the research and will provide it with the results of the study together with implications for action.

Contract research may be undertaken in which a financial arrangement is entered into between an outside agency and the university to conduct specific studies. Since 1965, such research contracts have totalled $243,055, with the bulk of it provided by the Agricultural and Rural Development Administration for a series of socio-economic surveys of rural areas in British Columbia conducted between 1966 and 1971 as part of the Canada Land Inventory. Two research contracts totalling $29,700 were obtained in 1970 and 1971 from the Canadian Labour Congress and the Canada Department of Labour to study union education in Canada. Reviews of research pertaining to adult basic education have been made for the Privy Council Office and Florida State University with a total of $8,800 allocated for them. Smaller amounts have been received from the Provincial Department of Agriculture, the Mr. and Mrs. P.A. Woodward Foundation, the Centre for Continuing Education at the University of B.C., the Ontario Institute for Studies in Education, and the Department of Indian Affairs and Northern Development for various projects.

The research contracts have provided funds for the support of graduate students who may derive thesis or dissertation topics from work conducted on projects funded by outside organizations. Those projects have provided either full-time employment during the summer months or part-time assistance during the winter session for a total of 41 students. The funds provided to graduate students through contract research totalled $70,000 for an average of slightly more than $1,700 per student employed.

CONTRIBUTIONS OF RESEARCH

The research studies related to adult education that have been produced at the University of British Columbia were undertaken because of some potential contribution to knowledge, support of graduate students, or the opportunity for methodological experimentation. Thus, each study has been useful, and even though no single one has been a major contribution to the discipline necessarily, the cumulative effects are often noteworthy.

In the area of participation research, each of the eighteen degree and ten non-degree studies have examined some particular aspect of participation in adult education that is important to the field and discipline. Some studies have tested Canadian populations seeking similarity or divergence from early studies made in the United States to determine the possible application of the earlier findings in the Canadian milieu. In at least three studies, aspects of participation not previously examined anywhere were investigated in order to provide rudimentary data that might lead to more detailed research. Included in this category were studies of the effect of distance travelled on night school attendance by adults. One study developed and tested a night school registration form that would provide an administrator with a simple procedure whereby he could maintain a continuing analysis of the population he served.

The studies related to the acceptance and adoption of innovations investigated in detail the relative influence on adoption of specific educational activities compared with the mass dissemination of information. This particular question had not been previously examined in detail elsewhere.

A review of research literature in a field is often depreciated in academic circles, yet it is an important prerequisite to the development of knowledge in a discipline. The research reviews reported here have made an important and useful contribution to the growth of the discipline by analyzing what is now known with some assurance and by identifying significant areas for further research. In each case, the extent and nature of research in some particular aspects of adult education was virtually unknown at the time the review was made. Furthermore, such reviews provide the field with information on the current state of knowledge.

Some studies have attempted to resolve important administrative questions which have plagued the field and by investigating such questions they have contributed to the practice of adult education.

Both research reviews and the empirical studies have contributed to the further development and refinement of theoretical constructs or models pertaining to the education of adults which have been significant in making a breakthrough in certain aspects of the discipline. The analysis of the concepts inherent in instructional processes has provided a systematic structure for the further study of that aspect of adult education. This has been extended through an analysis of the influence of culture on instruction that provides a basis for working in cross-cultural situations. The problem of evaluation has received some attention and important new directions for the evaluation of adult education activities is opening up as a result of the studies that have been produced.

A discipline grows in form and content as a result of the accumulation of specific knowledge through research. This process is often

painfully slow and frequently involves the investigation of seemingly simple and unimportant questions. In time, such research produces the fabric of a discipline even though any single thread is itself far from spectacular.

TRENDS AND PROSPECTS

The nature of the research that has been done has been shaped primarily by four factors: the diverse interests of the graduate students enrolled in academic programs, the availablility of financial support, the personal research interests of faculty members, and the need for research in adult education. The problems investigated by graduate students in their degree research projects have varied widely as would be expected from their diverse backgrounds and interests. This diversity shows no indication of lessening so that a broad range of subjects will probably continue to be investigated.

Continuing education in the health sciences is likely to emerge as a major research area under the impetus of a $330,000 grant from the W.K. Kellogg Foundation which is intended to prepare members of the health professions as specialists in continuing education. Although this project provides no direct funds for research purposes, research is likely to form an important adjunct of the project through degree studies conducted by students receiving Kellogg fellowships. The project may also provide a base for obtaining research support from other agencies interested in continuing education for health professionals.

Younger students who see adult education as a viable career but who have little experience in the field are entering graduate study in

increasing numbers. Many of these students have an interest in research methodology *per se* unlike earlier students who were in mid-career and viewed research as an obstacle to be overcome in order to complete a graduate degree. These younger students are beginning to use more sophisticated research methodologies than those followed in the past. This interest is evident in a handful of studies that have been completed recently or are now in progress which have investigated experimentally the nature of adult learning and instruction. Such experimental studies are difficult to make because of the nature of the field which emphasizes voluntary participation in brief programs involving relatively small numbers of adults.

Another major concern of the younger graduate students is the establishment of a high degree of social relevance and utility of the research in which they become involved. Two students, for example, obtained an Opportunities for Youth grant from the federal government in 1971 in order to investigate the learning needs of adult immigrants in the Vancouver area. Through this grant of $4,200 they were able to secure summer employment for themselves and other students as well as to contribute towards the solution of a social problem. Two graduate students in the Department are currently working part-time in a federally funded adult basic education program in a lower socio-economic area of Vancouver. This project includes a research component which is linked closely with their academic program. If this interest in socially useful projects continues, research will emphasize increasingly such social concerns an environmental education, consumer education, accountability, and adult education programs for disadvantaged groups including immigrants and the unemployed.

APPENDICES

A. List of Graduates

B. Theses and Dissertations

C. Research Based Publications

APPENDIX A

LIST OF GRADUATES - ALPHABETICALLY BY YEAR

Year	Name	Program
1960	Smith, Colin H.	M.A.
1961	Clinton, Alfred	M.Ed.
1962	Jones, Harvey Gordon	M.A.
1963	Buttedahl, Knute	M.A.
	De Kuiper, Elizabeth	M.Ed.
	Palfrey, Eric W. H.	M.Ed.
1964	Cowan, John	M.Ed.
	Glenesk, Alfred H.	M.Ed. (thesis)
	Johnson, Gordon E. (deceased)	M.Ed.
	Nelson, Albert E.	M.Ed.
1965	Cameron, Dorothy	M.A.
	Job, Claude H.	M.S.A.
	Keesing, Paul B.	M.S.A.
	Millerd, Frank	M.S.A.
1966	Dickinson, J. Gary	M.A.
	Floe, Carl	M.Ed.
	Gubbels, Peter M.	M.S.A.
	Hargreaves, Harold	M.Ed.
	Howell, Frederick	M.Ed.
	Kulich, Jindra	M.A.
	McGown, William F.	M.A.
	McKinnon, Donald P.	M.Ed. (thesis)
	Melton, James E.	M.Ed. (thesis)
	Neylan, Margaret	M.A.
	Stott, Margaret M.	M.A.
	Teagle, Ernest E.	M.Ed.
1967	Brown, Robert D.	M.Ed.
	Coughlan, Mary Ann	Diploma

Year	Name	Program
	Gouindaraju, D. B.	Diploma
	Harris, Robert	Diploma
	Stinson, Winona E.	M.A.
1968	Alleyne, E. Patrick	M.S.A.
	Buzan, Jean	Diploma
	Bell, Gordon	M.A.
	Berry, Mabel Vivian	M.A.
	Campbell, Donald R.	M.A.
	Dent, William John	M.S.A.
	Dickinson, J. Gary	Ed.D.
	Goard, Dean Sinclair	M.A.
	Heeley, Frank	Diploma
	Koerner, Anna R.	M.A.
	Lund, Mary	M.Ed. (thesis)
	Morehouse, Ralph E.	M.S.A.
	Singh, Harnam	Diploma
	Webster, Daisy	M.A.
1969	Akinbode, Issac A.	M.S.A.
	Campbell, Audrey Lucille	M.Ed.
	Davison, Catherine	M.A.
	Drew, Graham Arthur	M.Ed. (thesis)
	Du Gas, Beverly	Ed.D.
	Ewanchuk, Morris	Diploma
	Ganz, Lothar Benno	M.A.
	Griffith, Kirstine	M.A.
	Groves, Kathleen	Diploma
	Matske, Ben	Diploma
	McRae, Effie	Diploma
	Minnis, John	Diploma
	Shah, Shankerlal	Diploma
	Angus, Monica Diane	M.A.
	Brewster, Amy E.	Diploma
	Clode, Dorothy L.	M.Ed.

Year	Name	Program
1970	Crawford, Jennifer	Diploma
	Ernest, Marilyn	Diploma
	Grant, Keith R.	Diploma
	Ihringer, Sister Louise	M.Ed.
	Jackson, Renee	M.A.
	Johns, Henry D.	M.Ed.
	Johnson, Arthur R.	M.A.
	Johnson, Edwin	M.A.
	Kee, Dixie	Diploma
	Khairat, Lara	M.Ed. (thesis)
	Kolbus, Ronald J.	M.Ed.
	Leirman, Walter	Diploma
	McNaughton, G. R.	M.S.A.
	McNeil, Roderick	Diploma
	Rusnell, Albert Dale	M.A.
	Roxburg, David W.	Diploma
	Shore, Helen	M.A.
	Siegler, Karl	Diploma
	Von Baeyer, Renata	Diploma
	Wadsworth, Patricia M.	M.A.
	Westfall, Howard A.	Diploma
	Winchell, Robert L.	M.S.A.
1971	Arnason, John H.	M.Ed.
	Blackhall, Robert J.	M.Ed. (thesis)
	Chamberlain, Donald	Diploma
	Clarke, John M.	M.A.
	Fry, Gerald	M.Ed.
	Hammer, David	Diploma
	Hanley, Mary Patricia	Diploma
	Hewitt, Gordon B.	M.Ed.
	Huntley, J. Clifton	Diploma
	Lee, Rimkyu	M.A.
	Lock, Arthur E.	Diploma

Year	Name	Program
1971	McCarthy, Sister Mary Bonaventure	Diploma
	McGechaen, Sandy	M.A.
	Peterson, Kenneth P.	M.A.
	Pierce, William J.	M.Ed.
	Rubidge, Nick	M.S.A.
	Shindler, Ronald	Diploma
	Smyth, Richard	Diploma
	Thirkell, Frederick	M.Ed.
	Thorburn, Robert	Diploma
	Westberg, Shelagh, A.	M.Ed.
	Wiggins, Betty C.	M.Ed.
1972	Angeles, Teodomiro	Diploma
	Barkley, William	M.A.
	Blunt, Adrian	M.A.
	Brown, Maria	M.A.
	Buzan, Jean	M.A.
	Davison, Catherine	Ed.D.
	Ernest, Marilyn	M.A.
	Fryer, Stanley T.	Diploma
	Herrington, Robert H.	Diploma
	Martell, D. Julia	Diploma
	Maynard, Claire	M.A.
	Nakamoto, June	M.A.
	Oddy, Douglas	Diploma
	Ottem, Margaret H.	M.Ed.
	Polvi, Mervin B.	M.Ed.
	Sawer, Barbara	Ed.D.
	Sutherland, Mary	Diploma
	Varga, Mary J.	Diploma

APPENDIX B

CHECKLIST OF THESES AND DISSERTATIONS IN ADULT EDUCATION

1960

1. Smith, Colin Henderson. "Federal Contributions to Education for Adults and to Certain Agencies of Cultural Diffusion: An Analytical Survey of Developments in Canada from 1920 to 1960" (M.A.)

1962

2. Jones, Harvey Gordon. "A Test of Validity of Place of Residence as an Indicator of Socio-Economic Characteristics of Participants in University Non-Credit Evening Classes". (M.A.)

1963

3. Buttedahl, Knute B. "A Comparative Study of Participants in Lecutre Classes and Participants in Study Discussion Groups". (M.A.).

4. Jeerpandh, Somsala. "The Agriculture Extension Methods and Their Applicability to the Underdeveloped Countries: With Special Reference to Southeast Asia". (M.A.)

1964

5. Glenesk, Alfred H. "An Investigation of Academic Post-Secondary School Students in King Edward Senior Matriculation and Continuing Education Centre". (M.Ed.)

1965

6. Cameron, Dorothy Mary. "A Study of Enrollments Made in Correspondence Credit Courses at the University of British Columbia During the Academic Year 1961 - 1962". (M.A.)

7. Job, Claude Hollis. "A Study of the Roles of Selected Agricultural Agents in British Columbia". (M.S.A.)

8. Keesing, Paul Brunton. "A Study of Provincial Agricultural Extension Services in Canada: 1952 - 1961". (M.S.A.)

9. Millerd, Frank Webb. "An Analysis of the Adoption of Innovations by Okanagan Orchardists". (M.S.A.)

1966

10. Dickinson, James Gary. "Patterns of Participation in a Public Adult Night School Program". (M.A.)

11. Kulich, Jindra Milos. "The Role and Training of Professional and Volunteer Adult Educators in Czechoslovakia". (M.A.)

12. McGown, William Fell. "Instructional Devices in Adult Education". (M.A.)

13. Neylan, Margaret S. "The Development of an Evaluation Q-Sort: A Study of Nursing Instructors". (M.A.)

14. Stott, Margaret Muir. "A Review of Selected Research Related to the Use of Techniques in Adult Education". (M.A.)

15. McKinnon, Donald Peter. "Comparison of Distances Travelled to Urban Night School Centres". (M.Ed.)

16. Melton, James Edward. "The Influence of Alternate Course Locations on Distances Travelled by Participants in Urban Adult Evening Classes". (M.Ed.)

17. Gubbels, Peter Martin. "The Adoption and Rejection of Innovations by Dairymen in the Lower Fraser Valley". (M.S.A.)

1967

18. Stinson, Winona Elizabeth. "A Systematic Review of Research Related to Methods of Adult Education". (M.A.)

1968

19. Dickinson, James Gary. "An Analytical Survey of the Pemberton Valley in British Columbia with Special Reference to Adult Education. (Ed.D.)

20. Anderson, Darrell Vail. "Analytical Review of Remedial Education Programs for Socially and Economically Disadvantaged Adults". (M.A.)

21. Bell, Gordon. "The Adoption of Business Practices by Participants in the Small Business Management Training Programme". (M.A.)

22. Berry, Mabel Vivian. "The Functionally Illiterate Adult: Some Elements of an Instructional Program to Meet his Needs". (M.A.)

23. Campbell, Donald T. "A Study of Enrollments and Financing of Provincial Technical and Vocational Training in Alberta 1956 - 1965". (M.A.)

24. Ganz, Lothar Benno. "An Analytical Survey of Participants in Non-Credit Liberal Arts Extension Classes". (M.A.)

25. Goard, Dean Sinclair. "Analysis of Participants in Rural Adult Education". (M.A.)

26. Koerner, Anna Rosborough. "Heating Techniques in Domestic Food Processing: A Text for Adult Education". (M.A.)

27. Webster, Daisy. "The Need for Adult Education of Married Women in the Lower Socio-Economic Levels in Vancouver". (M.A.)

28. Lund, Mary MacLeod. "Physiological Changes in Age Which Affect Learning Performance". (M.A.)

29. Alleyne, E. Patrick. "Interpersonal Communication and the Adoption of Innovations Among Strawberry Growers in the Lower Fraser Valley". (M.S.A.)

30. Dent, William John. "The Sources of Agricultural Information Used by Farmers of Differing Socio-Economic Characteristics". (M.S.A.)

31. Morehouse, Ralph Ernest. "A Study of Role Perception and Performance Among Agricultural Extension Personnel in Nova Scotia". (M.S.A.)

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33. Buckland, Jean Kirstine. "An Institute as an Educational Experience in the Continuing Education of a Selected Population of Nurses (M.A.)

34. Davison, Catherine Val. "A Survey of Adult Basic Education Teachers in the Province of British Columbia With Special Reference to Their Training Needs". (M.A.)

35. Hooley, Agnes. "An Historical Synopsis of the Concept of Literacy". (M.A.)

36. Drew, Graham Arthur. "An Evaluation of a Three-Week Adult Education Program for Commercial Fishermen". (M.Ed.)

37. Akinbode, Issac. "The Relationships Between the Socio-Economic Characteristics of Farmers in British Columbia and Their Contacts with District Agriculturists". (M.S.A.)

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38. Angus, Monica Diane. "The Promotion of Public School Adult Education in the City of Port Coquitlam". (M.A.)

39. Jackson, Renee Phyllis. "Expressed Interest and Participation in Adult Education". (M.A.)

40. Johnson, Arthur Roads, "Job Satisfaction and Other Indices of 'Followers' and 'Non-followers' of Vocational Counselling". (M.A.)

41. Johnson, Edwin William Wagstaffe. "The Importance Assigned to Counselling Functions by Students in a Public Adult Night School". (M.A.)

42. Rusnell, Albert Dale. "Occupation and Adult Education of Non-Farm Residents in Rural British Columbia". (M.A.)

43. Wadsworth, Patricia Mary. "A Study of the Perception of the Nurses and the Patient in Identifying His Learning Needs". (M.A.)

44. Khairat, Lara. "An Exploratory Study of the Effectiveness of the Parent Education Conference Method on Child Health". (M.Ed.)

45. McNaughton, Gordon Roy. "The Educational Role of the District Agriculturist". (M.S.A.)

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48. Peterson, Kenneth Paul. "The Influence of Evaluative Conditions and Pre-Conference Contact on Participants' Evaluation of a Conference". (M.A.)

49. Shore, Helen. "The Adoption of Nursing Practices by Participants in a Continuing Education Program". (M.A.)

50. Blackhall, Robert John. "A Socio-Economic Survey of Campers in Four British Columbia Provincial Parks". (M.A.)

51. Rubidge, Nicholas A. "A Comparative Analysis of the Socio-Economic Characteristics of Foreign Born Farmers in Two Areas of British Columbia". (M.S.A.)

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52. Davison, Catherine Val. "The Effects of Goal Specifications and Instructor Behavior on Information Acquisition by Adult Learners". (Ed.D.)

53. Sawer, Barbara Jean. "Predictors of the Wife's Involvement in Farm Decision-Making". (Ed.D)

54. Blunt, Adrian. "The Characteristics of Participants in an Indian Adult Education Program". (M.A.)

55. Brown, Maria. "Adult Education Among Members of a North Vancouver Labour Union". (M.A.)

56. Buzan, Jean Mary. "A Pilot Course For Teaching English as an Additional Language to Older People". (M.A.)

57. Barkley, William Donald. "The Design and Evaluation of a Land Use Simulation Game". (M.A.)

58. Ernest, Marilyn Luella. "The Changing Role of the Occupational Therapist". (M.A.)

59. Lee, Rimkyu. "Sources of Information and Education Used by Korean Adult Residents in Vancouver". (M.A.)

60. Maynard, Claire. "The Development of Education in the Canadian Labour Congress". (M.A.)

61. Nakamoto, June. "Continuing Education in the Health Professions: A Literature Survey Pertinent to North America". (M.A.)

APPENDIX C

CHECKLIST OF RESEARCH BASED PUBLICATIONS RELATED TO ADULT EDUCATION

1960

"A Technique for Analyzing Extension Course Participants." Coolie Verner and Alice Lindenberger. *Adult Education*, 11: 29-34.

1963

"Adult Education Research." Coolie Verner. *Continuous Learning*, 2:115-157.

"Basic Concepts and Limitations." Coolie Verner. in *Learning and Society: Readings in Canadian Adult Education*, edited by J.R. Kidd. Toronto: Canadian Association for Adult Education, pp. 229-240.

A Trial Bibliography of Research Pertaining to Adult Education. Margaret M. Stott and Coolie Verner, Vancouver: Department of University Extension, University of British Columbia.

1964

"Adult Illiteracy 1921-1961." Coolie Verner. *The Journal of Education of the Faculty of Education of the University of British Columbia*, 10:99-109.

"Bibliography of Adult Education in British Columbia." Margaret S. Neylan. *The Journal of Education of the Faculty of Education of the University of British Columbia*, 10:110-113.

"Definition of Terms." Coolie Verner. In: *Adult Education: Outlines of an Emerging Field of University Study*, edited by Gale Jensen, A. A. Liveright, and William Hallenbeck. Washington, D.C.: Adult Education Association, pp. 27-39.

"Public Financing of Adult Education." John Cowan. *The Journal of Education of the Faculty of Education of the University of British Columbia*, 10:75-83.

"Socio-Economic Characteristics of Participants in Extension Classes." Coolie Verner and Knute Buttedahl. *Continuous Learning*, 3:21-27.

1965

"Characteristics of Participants in Two Methods of Adult Education." Coolie Verner and Knute Buttedahl. *Adult Education*, 15:67-73.

"Programming." Coolie Verner and Jindra Kulich. *Review of Educational Research*, 35:177-185.

"A Study of Three Programs of Continuing Education." Coolie Verner and A.H. Glenesk. *Canadian Education and Research Digest*, 5:31-39.

1966

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1967

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"Attendance Patterns and Dropouts in Adult Night School Courses." Gary Dickinson and Coolie Verner. *Adult Education*, 18:24-33.

Educational Planning for Disadvantaged Adults: A Review of Research. Darrell V. Anderson and John A. Niemi. Research report to the Special Planning Secretariat, Privy Council.

"Human Characteristics of Slow-Growing Regions." Coolie Verner. *Stimulants to Social Development in Slow Growing Regions*, edited by G.R. Winter and W. Rogers. Edmonton: Alberta Department of Agriculture, Vol. I. pp. 16-31.

"The Lecture: An Analysis and Review of Research." Coolie Verner and Gary Dickinson. *Adult Education*, 17:85-100.

Planning and Conducting a Survey: A Case Study. Coolie Verner. Ottawa: Rural Development Branch, Department of Forestry and Rural Development.

Pole's History of Adult Schools: A Facsimile of the 1816 Edition with an Introduction and Bibliographic Notes. Coolie Verner, Washington: Adult Education Association of the U.S.A.

The Role and Training of Adult Educators in Czechoslovakia. Jindra M. Kulich. Vancouver: Faculty of Education and Department of University Extension, University of British Columbia.

Rural British Columbia: A Bibliography of Social and Economic Research. Dean S. Goard. Vancouver: Faculty of Education, University of British Columbia (Special Study No. 1).

A Socio-Economic Survey of the Prince George Special Sales Area. Coolie Verner, Frank W. Millerd, and Gary Dickinson. Vancouver: Faculty of Education, University of British Columbia (Survey Report No. 1).

1968

The Adoption of Business Practices by Participants in the Small Business Management Training Programme. Gordon Bell. Ottawa: Department of Manpower and Immigration.

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"Cultural Diffusion and Adult Education." Coolie Verner. *Adult Leadership,* 17:49-51, 91-93.

The Influence of Education and Age on Participation in Rural Adult Education. Dean S. Goard and Gary Dickinson. Vancouver: Faculty of Education, University of British Columbia (Special Study No. 2).

Research Related to Adult Education Conducted at the University of British Columbia. Gary Dickinson. Vancouver: Faculty of Education, University of British Columbia.

A Socio-Economic Survey of the East Kootenay Area. Coolie Verner, Gary Dickinson, and E. Patrick Alleyne. Vancouver: Faculty of Education, University of British Columbia (Survey Report No. 2).

A Socio-Economic Survey of the Pemberton Valley. Coolie Verner and Gary Dickinson. Vancouver: Faculty of Education, University of British Columbia (Survey Report No. 3).

A Socio-Economic Survey of the Peace River Area. Coolie Verner, Gary Dickinson and Bruce Kloosterman. Vancouver: Faculty of Education, University of British Columbia (Survey Report No. 4).

A Socio-Economic Survey of Fort Nelson. Coolie Verner and Gary Dickinson. Vancouver: Faculty of Education, University of British Columbia (Survey Report No. 5).

A Socio-Economic Survey of the West Kootenay Area. Coolie Verner and Gary Dickinson. Vancouver: Faculty of Education, University of British Columbia (Survey Report No. 6).

A Socio-Economic Survey of the Vanderhoof West Area. Coolie Verner, Gary Dickinson and Darrell V. Anderson. Vancouver: Faculty of Education, University of British Columbia (Survey Report No. 7).

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The Adoption and Rejection of Innovations by Strawberry Growers in the Lower Fraser Valley. Coolie Verner and E. Patrick Alleyne. Vancouver: Department of Agricultural Economics, University of British Columbia (Rural Sociology Monograph No. 3).

Adult Education and the Disadvantaged Adult. Darrell V. Anderson and John A. Niemi. Syracuse: ERIC Clearinghouse on Adult Education.

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A Socio-Economic Survey of the North Okanagan Area. Coolie Verner and Gary Dickinson. Vancouver: Faculty of Education, University of British Columbia (Survey Report No. 9).

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A Socio-Economic Survey of the South Okanagan Land Irrigation District. Coolie Verner and Gary Dickinson. Vancouver: Faculty of Education, University of British Columbia (Survey Report No. 11).

A Socio-Economic Survey of the Boundary Area. Coolie Verner, Gary Dickinson, and Darrell V. Anderson. Vancouver: Faculty of Education, University of British Columbia (Survey Report No. 12).

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"Alienation Among Rural Adults of Low Education Attainment." Gary Dickinson, *Adult Education*, 21:3-13.

Commercial Fishermen and Adult Education. Graham A. Drew. Fisheries Programs, Centre for Continuing Education, University of British Columbia.

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A Socio-Economic Survey of Vancouver Island. Coolie Verner and Gary Dickinson. Vancouver: Faculty of Education, University of British Columbia (Survey Report No. 15).

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"Continuing Medical Education." Nora Paton. In: *The Journal of Education of the Faculty of Education of the University of British Columbia*, 18:97-104.

"Educational Variables and Participation in Adult Education: An Exploratory Study." Gary Dickinson. *Adult Education*, 22:36-47.

"Extension Activities at the University of Victoria." Laurence Devlin And John Clarke. In: *The Journal of Education of the Faculty of Education of the University of British Columbia*, 18:67-73.

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"Identifying Socio-Economic Disparities Among Rural Areas." Gary Dickinson and Catherine V. Davison. *Canadian Journal of Agricultural Economics*, 19:133-137.

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